R E P O R T R E S U M E S

ED 014 818 EA 000 988

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS--RATIONALES AND STRATEGIES.

BY- FARQUHAR, ROBIN H.

PUB DATE 31 JAN 67

EDRS PRICE MF-$0.25 HC-$1.20 28P.

DESCRIPTORS- *HUMANITIES, *EDUCATIONAL ADMINISTRATION, *ADMINISTRATIVE PERSONNEL, RESEARCH SKILLS, MODELS, VALUES, DECISION MAKING SKILLS, CREATIVITY, PROGRAM DESIGN, EDUCATIONAL INNOVATION, CURRICULUM ENRICHMENT, *PROFESSIONAL TRAINING, PROBLEMS, *INTERDISCIPLINARY APPROACH, ADMINISTRATOR ATTITUDES,

THIS PAPER ATTEMPTS TO PROVIDE AN AWARENESS BASE CONCERNING THE KINDS OF PROGRAMS WHICH UTILIZE HUMANITIES CONTENT IN PREPARING ADMINISTRATORS. A SUMMARY REVIEW OF THE KINDS OF RATIONALES COMMONLY USED TO SUPPORT THE USE OF HUMANITIES CONTENT IN TRAINING ADMINISTRATORS FOCUSES UPON (1) GENERAL LIBERALIZATION, (2) VALUES AND PURPOSE-DEFINING SKILLS, (3) CREATIVITY AND ANALYTICAL SKILLS, AND (4) RESEARCH SKILLS. EXISTING STRATEGIES WHICH HAVE BEEN EMPLOYED IN INCORPORATING HUMANITIES INTO ADMINISTRATIVE PROGRAMS FALL INTO THREE CATEGORIES--(1) APPROACHES WHICH ENTAIL PROLONGED IMMERSION IN HUMANITIES CONTENT, (2) APPROACHES WHICH INVOLVE SHORT-TERM EXPOSURE TO THE HUMANITIES, (3) APPROACHES BETWEEN THESE IN TERMS OF DURATION AND DEPTH OF INVOLVEMENT. THREE POTENTIAL STRATEGIES FOR INTERINSTITUTIONAL COOPERATION IN DESIGN, TESTING, AND IMPLEMENTATION OF NEW PREPARATIONS INCLUDE THE SHARED-EXPERTS APPROACH, THE SPECIALIZED-CONTRIBUTIONS APPROACH, AND THE INDEPENDENT-EXECUTION APPROACH. ISSUES TO BE CONSIDERED INCLUDE ADAPTATION VERSUS INITIATION, INSTITUTIONAL COMMITMENT, RECRUITMENT AND SELECTION, AND EVALUATION AND DISSEMINATION. (HM)

ED014818

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS: RATIONALES AND STRATEGIES

By

Robin H. Farquhar
Associate Director

University Council for Educational Administration

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EA 000 988

January 31, 1967

INCORPORATING HUMANITIES CONTENT INTO PREPARATORY PROGRAMS FOR EDUCATIONAL ADMINISTRATORS: RATIONALES AND STRATEGIES

Introduction

In 1963, Marten ten Hoor drew attention to an educational tendency which has become characteristic of the present decade:

> An interesting phenomenon in contemporary educational discussions is the preoccupation of speakers and writers with the role of the humanities. The predominant tone of these discussions has been one of concern, concern based upon the conviction that these subjects are not being sufficiently emphasized in current education.[1]

This phenomenon constitutes what might be called a "cultural backlash" -- a reaction of varying intensity to the Sputnik-inspired press during the late 'fifties and early 'sixties for a massive up-grading of the nation's programs in mathematics, science, and technological education. This reaction, which trailed by almost a decade a similarly motivated response in the area of business directed at the "liberalization of the executive," has been reflected in the area of education by a number of recent events of national significance -- notably, the 1963 and 1964 extensions of the National Defense Education Act, the creation in 1963 of a national Commission on the Humanities,[2] and the passage of the National Foundation on the Arts and Humanities Act of 1965.

In the field of educational administration, the phenomenon received its major expression through the establishment in 1963 by The University Council for Educational Administration of a task force charged with exploring the feasibility of incorporating humanities content into preparatory programs for educational administrators. Traditionally, UCEA task forces have tended to progress through three operational phases: (1) the

---

[1]Marten ten Hoor, "Why the Humanities?" Journal of Higher Education, XXXIV, 8 (November, 1963), 421-31.

[2]Fred M. Hechinger, "Aid to Humanities," The New York Times (Sunday, June 2, 1963).

preparation and presentation of background papers pertinent to the problem area; (2) the development and discussion of a position paper which seeks to provide concepts of use in program assessment and change; and (3) the implementation of actual program changes in a number of universities.

With regard to the "Humanities" task force, the first phase was represented by the ninth UCEA Career Development Seminar, held in 1963 at the University of Oklahoma. During this seminar a number of papers were presented in the general area of the relevance of the humanities (notably philosophy) to educational administration. These papers have since been published by UCEA and the University of Oklahoma.[3] The second phase of this task force was represented by a meeting held in 1965 at the University of Virginia. The main activity of the meeting was the presentation and discussion of a position paper prepared by James Harlow, University of Oklahoma. Major reactions to the paper were given by Gordon Foster (Miami), Keith Goldhammer (Oregon), John Leahy (Virginia), and William Wayson (Syracuse). The third phase of the "Humanities" task force has not yet achieved much momentum. While a few scattered attempts to incorporate humanities content into administrator preparation programs have been made, no major endeavor has been launched which could be considered as a full implementation of the task force's third phase. This paper represents an attempt to stimulate activities directed toward such an endeavor.

Before embarking upon a discussion relating the humanities and educational administration, it would be well to define these two terms as they are used in the present paper. The word "humanities" has been subject to a variety of interpretations; moreover, it has frequently been confused with phrases such as "liberal arts" and "general education." The Commission on the Humanities has included within its definition "philosophy, languages,

---

[3]Robert E. Ohm and William G. Monahan, eds., Educational Administration -- Philosophy in Action (Norman, Oklahoma: The College of Education, University of Oklahoma, 1965).

literature, archaeology, history, the history of art, musicology, law, cultural anthropology, and some aspects of economics, geography, political science, psychology and sociology."[4] Other subjects included in ten Hoor's definition are mathematics, religion, and theology.[5] So vague and general a term has "humanities" become that it can apparently be defined to include almost any area of study one wishes to deal with. For simplicity and consistency in interpreting this paper, "humanities" is defined here to include language and literature, art (music, painting, sculpture, and architecture), history, and philosophy. The term "administration" is used here interchangeably with such words as "management" and "leadership." This is also true of terms such as "administrator," "leader," and "executive," thus reflecting a basic bias toward the commonality of administration.

The paper consists of two major sections, the first of which contains a summary review of the kinds of rationales which have commonly been invoked to support the utilization of humanities content in training administrators. Moving from the general to the particular, and from the more common to the less common, these rationales include foci upon (1) the general liberalization of administration, (2) values and purpose-defining skills in administration, (3) creativity and analytical skills in administration, and (4) research skills in administration. The second main section of the paper commences with a review of some existing strategies which have been employed in incorporating humanities into administration programs, followed by the outlining of three additional strategies which possess varying potentialities for inter-institutional cooperation. Finally, some of the important issues which must be considered prior to embarking upon a major endeavor in this area are discussed.

Some Supportive Rationales

It is not the intent in this paper to construct a rationale in support of the incorpora-

---

[4]Hechinger, loc. cit.

[5]ten Hoor, op. cit., p. 426.

tion of humanities content into preparation programs for administrators. Such a task has been accomplished with some thoroughness and insight by others.[6] Before suggesting some feasible strategies to achieve the end in question, however, it would seem worthwhile to summarize some of the major reasons which have been postulated in support of the desirability of this end.

Because of the immense variety inherent in the humanities, the claims which have been advanced for their efficacy in administrator preparation are many and diverse. Foster's review of some of the relevant literature resulted in the following sample listing:

> ...they improve the ability to read intelligently and write coherently, to communicate; they increase moral wisdom and arouse the minds of people with the intellectual capacity to do something about the world's problems; they encourage tolerance in the beliefs of others; they enable an administrator to criticize himself without the interference of anxiety and give him a sense of emotional independence and security in his dynamic struggle with "the system"; they provide a wider range of reference, techniques for learning in a new field, and a desire for intellectual growth; they show man how to stay human in a "compartmentalized, overorganized, scientific age"; they lend the ability to create a harmonious whole out of dissimilarities; they prepare a man to choose "between good and bad, truth and falsehood, the beautiful and the ugly, the worthwhile and the trivial"; and finally, they improve his ability to make decisions of every sort.[7]

Clearly, there has been no single reason evoked to support exposing administrators to the humanities. Rather, the several rationales presented have been comprised of various combinations of reasons, their selection depending largely upon the particular resources available for a program and its specified objectives.

---

[6]See, for example: Jack Culbertson, "Common and Specialized Content in the Preparation of Administrators," Preparation Programs for School Administrators: Common and Specialized Learnings, eds. Donald J. Leu and Herbert C. Rudman (East Lansing: Michigan State University, 1963), pp. 42-7; Gordon Foster, "The Use of Selected Content from the Humanities in Graduate Training Programs for Educational Administrators," unpublished Ph.D. dissertation, The Ohio State University, 1965, Appendix; James G. Harlow, "Purpose-Defining: The Central Function of the School Administrator," Preparing Administrators: New Perspectives, eds. Jack Culbertson and Stephen Hencley (Columbus, Ohio: The University Council for Educational Administration, 1962), pp. 61-71; and Morse Peckham, Humanistic Education for Business Executives: An Essay in General Education (Philadelphia: University of Pennsylvania Press, 1960).

[7]Foster, op. cit., pp. 110-12.

Nevertheless, in glancing through this plethora of justification, one notices a few general themes around which the various arguments appear to cluster. One may identify four major foci which seem to account for the vast majority of extant rationales for drawing upon the humanities in programs for administrators. In order of decreasing scope, or increasing specificity, these four emphases are:

1. a focus upon the general liberalization of administration;
2. a focus upon values and purpose-defining skills in administration;
3. a focus upon creativity and analytical skills in administration; and
4. a focus upon research skills in administration.

Undoubtedly, these four foci are neither mutually exclusive nor independent. They are distinct, however, in terms of the explicit purposes which they seek to achieve and, consequently, they will generate differing approaches in terms of program design. Moreover, they constitute a useful framework through which to view some of the arguments which have been advanced in favor of utilizing humanities content in preparing administrators. Each of these four emphases will thus be considered briefly.

General Liberalization

By far the broadest in scope and least specific in purpose of the four rationales, the focus on the general liberalization of administration is at least as old as Plato. In modern times, however, one need go back only as far as the early 1950's to discover the beginnings of recent attempts to "liberalize" the administrator through exposing him to the humanities. The movement began in the area of business administration and derived largely from the belief that the technical and scientific training of corporation executives was no longer sufficient to prepare them for the responsibilities of administering large and complex organizations whose immense responsibilities to and for society were becoming increasingly clear; an engineer or a market analyst simply was not prepared to play a leading role in the advancement of the American social order, particularly in light of the institutional press for individual conformity which was becoming recognized as characteristic of life in

the corporation. What was needed was a new kind of leader, a "business statesman," a man who could "understand his own corporation, the forces at work within it, and its meaningful relation to the society of which it is a part."[8]

The production of such a man, it was felt, would require the development of special intellectual, personal, social, and ethical qualities, and for this purpose the best existing model was viewed to be the humanities program of the American liberal arts college,[9] for it is in the humanities that one finds a record of the best (and worst) that man has thought and felt. The result was the development of a multitude of liberal education refresher courses for business executives, the content, quality, and duration of which varied substantially. The first, and perhaps the most thorough, of these programs was developed in 1953 by Peckham at the University of Pennsylvania for selected third and fourth level executives in the Bell Telephone System. This was followed by the inauguration of similar but less ambitious programs for Bell personnel at Swarthmore, Dartmouth, and Williams Colleges, and at Northwestern University. As the liberalizing bandwagon gained momentum, a number of independent programs were spawned across the country, including those at Aspen, Vassar, Southwestern University at Memphis, Clark University, the universities of Denver and Akron, and Wabash and Pomona Colleges. Among the commonalities of these programs, Seigle has identified the following:

1. All programs are non-credit.
2. They all tend to keep the number of participants small in order to facilitate discussion.
3. Heavy emphasis is placed on the humanities and on the subject of values.
4. Great pains are taken to provide experiences which are considerably different from those encountered in daily life.
5. All programs recognize the difficulties encountered when follow-up and evaluation are attempted.[10]

---

[8]Peckham, op. cit., p. 18.

[9]Ibid., p. 26.

[10]Peter E. Seigle, New Directions in Liberal Education for Executives (Chicago: The Center for the Study of Liberal Education for Adults, 1950), p. 69.

The final point is particularly revealing in connection with the general liberalization approach, for it reflects the lack of sharpness characteristic of this focus. Evaluation was difficult largely because of the generalities in which the programs' purposes were described and because of the vagueness with which the use of humanities content to achieve these purposes was supported. The humanities, it was stated, can develop in the executive a "good command of English," a "good mind and a good spirit," a "warmth of heart and a love of beauty," and a "warmth of feeling and the proper humility";[11] they can "arouse the minds" of persons capable of acting on the world's problems;[12] they can cause business leaders to become "more interested, alert, imaginative, and adaptable";[13] and they can develop

> ...the intellectual qualities of perspective, technique of learning, self-awareness, flexibility, and growth; the social qualities of emotional comprehension of others and of one's self and the sensitivity to the diversity of human emotional experience; and the ethical qualities of the desire to discover what is true and good and the desire to put these values into practice.[14]

When relevance is couched in concepts as intangible as these, its validity is indeed difficult to demonstrate.[15]

This general, vague, liberalizing approach to the use of humanities in programs for administrators has not been limited to the business world. It is being applied to curricula in military officer training schools[16] and, more to the point for this paper's

---

[11]Gilbert W. Chapman, "Specific Needs for Leadership in Management," Toward the Liberally Educated Executive, eds. Robert A. Goldwin and Charles A. Nelson (White Plains, New York: The Fund for Adult Education, 1957), pp. 5-6.

[12]Lammot Du Pont Copeland, "Putting First Things First," Saturday Review (December 12, 1964), p. 28.

[13]Marion B. Folsom, "Where Unemployment Hits Hardest," Saturday Review (January 11, 1964), p. 26.

[14]Peckham, op. cit., p. 37.

[15]Morris S. Viteles, "'Human Relations' and the 'Humanities' in the Education of Business Leaders: Evaluation of a Program of Humanistic Studies for Executives," Personnel Psychology: A Journal of Applied Research, XII, 1 (Spring, 1959), pp. 23-5.

[16]"Service Academies," Time, LXXXVIII, 26 (December 23, 1966), p. 72.

purpose, it has been recommended for the preparation of personnel in education. Halpin has written about the importance of the humanities in training educational researchers,[17] and Ulich has cited the necessity of including substantial content from the humanities in teacher preparation programs.[18] With particular reference to educational administration, the use of humanities for broadly liberalizing purposes and to achieve curricular balance has been recommended by Walton,[19] Goldhammer,[20] and the American Association of School Administrators,[21] to name but a few. Moreover, the vast majority of advanced graduate students in educational administration polled by Foster agreed that content from the humanities is relevant to the study and practice of educational administration.[22] Thus, the use of the humanities for general liberalizing purposes in training administrators has received support in several fields, including education.

Values and Purpose-Defining Skills

While the focus upon the general liberalization of administration supports the incorporation of humanities content into preparation programs in rather broad and vaguely defined terms, the focus upon values and purpose-defining skills in administration recommends the humanities for much more specific reasons. Briefly, the argument goes something like this: because a major distinguishing feature among modern organizations relates to their differential purposes, it follows that purpose is of central importance to organizational life; consequently, the administrator must possess the ability to determine, realize,

---

[17]Andrew W. Halpin, "A Rationale for Training Research Workers," Educational Research: New Perspectives, eds. Jack A. Culbertson and Stephen P. Hencley (Danville, Illinois: Interstate, 1963), p. 320.

[18]Robert Ulich, Professional Education as a Humane Study (New York: MacMillan, 1956), p. 127.

[19]John Walton, "The Education of Educational Administrators," Preparing Administrators: New Perspectives, p. 95.

[20]Keith Goldhammer, The Social Sciences and the Preparation of Educational Administrators (Columbus, Ohio: The University Council for Educational Administration, 1963), p. 42.

[21]A.A.S.A., The Education of a School Superintendent (Washington, D.C.: The Association, 1963), pp. 23-4.

[22]Foster, op. cit., pp. 240-44.

and (where necessary) change organizational purpose; this ability must be based to a large extent upon skill in making value judgments, a skill which depends mainly upon one's understanding of his own scheme of values, those of others, and those of society generally; such understanding can best be achieved through exposure to different values in operation and in conflict -- to moral dilemmas; this exposure may be experienced by studying the humanities. Stated more succinctly, decision making cannot be value free, yet traditional preparatory programs for administrators have tended (through emphasizing the technical management skills and the social sciences while largely ignoring the humanities) to neglect the importance of the value dimension of administrative behavior.

A number of writers, particularly in the field of education, have paid homage to this view. The importance of values to administrative behavior in education has been stressed by Broudy,[23] and Keller has emphasized the relevance of the humanities in preparing people to make value choices.[24] Michael has suggested that the growing computerization of organizations is enormously increasing the demands upon administrators to "wrestle with the moral and ethical consequences of the policies they choose and implement," with the result that they will have to become perpetual students of the humanities.[25] And Cremin has recommended fundamental preparation in history, philosophy, and literature if the school leader is to be capable of responding intelligently to the "great questions of educational purpose."[26]

Probably the main exponent of this view, however, has been Harlow[27] -- at least as

---

[23]Harry S. Broudy, "Conflicts in Values," Educational Administration -- Philosophy in Action, p. 52.

[24]Charles R. Keller, quoted in Educational Administration -- Philosophy in Action, p. vii.

[25]Donald N. Michael, "Some Long-Range Implications of Computer Technology for Human Behavior in Organizations," Computer Concepts and Educational Administration, eds. Robert W. Marker, Peter P. McGraw, and Franklin D. Stone (Iowa City: The University of Iowa, 1966), p. 73.

[26]Lawrence A. Cremin, The Genius of American Education (Pittsburgh: University of Pittsburgh Press, 1965), p. 118.

[27]Harlow, loc. cit.

the view applies to the preparation of educational administrators. He supports at some length the argument that school leaders must be trained in value judgment and purpose definition, and concludes that:

> In times like these, the determination of educational purposes...is a matter for the most carefully reasoned, most carefully disciplined intellectual effort. It is in this fact that there is to be found an opportunity for the improvement of training programs for prospective educational administrators. For values and the making of value judgments are the domain of one of the major modes of human thought; namely, the humanities. These are the human studies, those which deal with the peculiarly human features of our experience.[28]

This argument has received considerable support from Culbertson, who has carried it a step further by identifying a number of literary works which, if effectively incorporated into preparatory programs, would contribute to the development of administrative skills in solving moral dilemmas through making informed value judgments.[29] Such content, he concludes,

> should be used to assist potential administrators (a) to think clearly about persistent moral issues faced by those heading organizations, (b) to analyze the contradictory forces that are generated by competing value systems, and (c) to assess the possible consequences of being guided by one set of values as opposed to another.[30]

The feasibility of this suggestion has been demonstrated by Foster.[31] Through content analyses of ten novels, he demonstrated that the modern novel is particularly suited to providing the pluralistic models needed for a confrontation with changing cultural values and contemporary educational issues.

Unlike the "scatter-gun" approach of the focus on general liberalization, then, the focus on values and purpose-defining skills takes more careful aim at a major dimension of administrative behavior. The result is that in the latter rationale the relevance of content

---

[28] Ibid., p. 68.
[29] Culbertson, op. cit., pp. 44-7.
[30] Ibid., pp. 46-7.
[31] Foster, op. cit.

from the humanities may be more clearly demonstrated, and programs developed to achieve the desired end may be more easily designed, implemented, and evaluated.

Creativity and Analytical Skills

A second relatively specific rationale for incorporating humanities into administrator preparatory programs focusses upon a different kind of administrative skill than that involved in value judgment and purpose definition. The basic distinction is that while the latter rationale views the humanities in terms of the ethical substance inherent in their content, this rationale views the humanities in terms of the aesthetic process inherent in their form. More simply, the "values" approach is concerned mainly with what a work says while the "creativity" approach is concerned with how the work says it. Clearly, whereas the former would emphasize the historical and philosophical aspects of the humanities, the latter would stress their literary and artistic facets.

The argument infusing the "creativity" rationale may be summarized as follows: successful organizational leadership is a creative act in that the administrator must take a myriad of variables, intricately interrelated, and from them fashion some kind of meaningful pattern, structure, form, or sequence. He must understand how one element in his creation derives inevitably from another and irrevocably determines a third. He must be aware of natural sequences, he must foresee consequences, and he must recognize critical points, or structural climaxes. He must know where the imposition of his will may have an effect and where the result of a sequence is predetermined. All of these capabilities, the argument goes, are characteristic of the successful artist as well as of the successful administrator.

Thus the processes of the poet, the dramatist, the novelist, the painter, the architect, the sculptor, and the musical composer are in many ways very similar to the processes of the administrator. Coleridge's concept of the "willing suspension of disbelief" in relation to drama is not unlike Barnard's concept of the "zone of indifference" in relation

to authority; and Hemingway's concept of prose as architecture differs little from Fayol's view of administration as process. Terms such as "harmony," "discord," "clash," "complement," and "incongruity" may be applied as readily to administration as to music, painting, or literature. The administrator has been likened to the symphony conductor and the drama director; analogies drawn from the other arts may be equally appropriate. In a word, the administrator must be an artist: he must possess creative skills akin to those of the producer of art, and he must possess analytical skills akin to those of the interpreter of art.

To continue the argument, the phrase "art of administration" has in recent years, like the phrase "value judgment," come to be viewed with some contempt by those who prefer the more "intellectual" scientific approach to the study of administration. The desperate striving in recent years to rationalize the administrative process has produced some remarkable results. It has brought substantial order to a chaotic area of endeavor. It has also dehumanized a very human activity. It is time, proponents of this view state, that we recognize the element of artistry in leadership and that instead of rejecting the "art of administration" we study it and attempt to understand it in relation to the "science of administration." Naturally, the study of art should begin with the humanities.

Proponents of this view have not been particularly vocal. A few, however, have been heard. Pamp, for example, has referred to the executive's need of "the ability to see situations as a whole after and above all the data that are available, to seize on the central elements and know where the entry of action can be made." He goes on:

> The fullest kind of training for this ability can actually be given by the practice of reading and analyzing literature and art. In his function the executive must do pretty much what a critic of literature must do, i.e., seize upon the key, the theme of the situation and the symbolic structure which gives it life. The executive must, moreover, create his object for analysis by himself, combining the ingredients of people and data.[32]

[32]Frederick E. Pamp, Jr., "Liberal Arts as Training for Executives," Toward the Liberally Educated Executive, p. 42.

> The executive must be continually and instinctively making order and relation out of unrelated ideas -- sorting, categorizing -- to the end of action. The order he is able to impose on this mass of experience and the actions he initiates determine his success as an executive.[33]

> The whole of a play or a poem or a novel is the object of the studies of literature because the meaning and structure of each part of it make sense only in terms of the whole. Thus one can say that this feeling for completeness which must govern management even more in the future than it has in the past is directly served by the humanities.[34]

With more direct reference to education, the importance to administration of creativity has been stressed by Berenda[35] and Brameld,[36] among others, and the role which the humanities may play in developing this creativity, this "art of administration," has been suggested by Ohm and Monahan.[37]

Clearly, the focus on creativity and analytical skills is, like the focus on values and purpose-defining skills, substantially more specific in nature than is the focus on general liberalization. In contrast to the values approach, however, the creativity approach emphasizes form rather than content, process rather than substance, aesthetics rather than ethics. Moreover, the creativity rationale has received much less attention to date than has the values rationale, and the former is consequently not in as advanced a stage of development as the latter is.

Research Skills

The final rationale to be treated here is the least developed and most specific of all. Briefly, this view suggests that there are methods of research commonly used in certain humanities areas which might prove to be of considerable value if applied in the study of

---

[33] Ibid., p. 44.

[34] Ibid., p. 45.

[35] Carleton W. Berenda, "What is Man?" Educational Administration -- Philosophy in Action, p. 14.

[36] Theodore Brameld, "What Education Fosters a Larger View of Man?" Educational Administration -- Philosophy in Action, p. 72.

[37] Robert E. Ohm and William G. Monahan, "Next Steps," Educational Administration -- Philosophy in Action, pp. 106-8.

educational administration. Because of an apparent dearth of written support for this rationale two simple illustrations must suffice at this point.

The first illustration relates to documentary research. The identification, location, and analysis of various kinds of documents constitute a significant contribution to research in educational administration. Documentary research is of primary importance in the study of such phenomena as community power structure; personal, institutional, and societal history; and comparative education. Yet documentary research as applied in educational administration is a relatively recent development. In certain areas of the humanities, on the other hand -- notably history and literature -- documentary research has been an investigative mainstay for many years. It would seem plausible to suggest that those who would apply documentary research in educational administration could learn much of value from studying the utilization of this method in the humanities.

A second illustration concerns the research methodology generally referred to as textual research. This area of endeavor appears at present to be experiencing an increase in popularity. For example, a doctoral candidate at The University of Chicago is currently conducting a rather thorough content analysis of Barnard's The Functions of the Executive, with particular reference to its implications for educational administration; and a Claremont graduate recently completed a detailed stylistic analysis of two books, one by Campbell and one by Mort, and from this analysis drew conclusions regarding the philosophical orientations of the two men's thought, values, modes of inquiry, etc., and related these to the historical development of the study of educational administration. It is likely that as the application of computers to textual research develops,[38] the popularity and usefulness of this methodology will continue to increase. Here again, however, research in

---

[38]See, for example: Philip J. Stone, "An Introduction to the General Inquirer: A Computer System for the Study of Spoken or Written Material" (Cambridge, Massachusetts: Harvard University Department and Laboratory of Social Relations, 1965), (unpublished).

the humanities (particularly literature) has been utilizing this approach for centuries, and it would seem probable that those who would conduct textual research in educational administration could learn much from literary scholars and their work. According to this view, then, the incorporation of selected content from the humanities into educational administration programs is supported on the basis that such content will result in the improvement of skills in certain kinds of research which are appropriate to the study of educational administration.

The purpose of this section has not been to present a thorough rationale in support of utilizing the humanities in preparation programs for educational administrators, but rather to suggest that there are a number of reasons for believing that such a development may possess some worth. Four major arguments have been presented to illustrate this suggestion. The foci of the four rationales differ substantially, particularly in terms of specificity and scope. At least one characteristic, however, appears to be common to all four rationales: none of them has generated substantial curricular innovations in graduate programs of educational administration.

Some Feasible Strategies

The preceding section has suggested that there are several ways in which content from the humanities has been viewed as relevant to training programs for administrators. Yet, insofar as the preparation of educational administrators is concerned, little action has been taken to implement the strong programmatic implications of this apparent relevance. Among the possible reasons for this hesitancy are the following:

1. the efficacy of the approach, particulary in connection with preparing educational administrators, has not been empirically demonstrated;
2. such an approach, if taken seriously, would necessitate substantial changes in the traditional program which emphasizes management techniques and the social sciences -- changes which would affect recruitment and selection of students, appointments and assignments of faculty, inter-departmental relationships, design of courses, requirements for graduation, instructional techniques and materials, and financial needs -- policy and procedural revisions of considerable magnitude, in other words, would be necessitated;

3. while the social sciences are currently running high in popular favor, the humanities (and related concepts such as "value judgment" and "art of administration") are at present subject to some intellectual disdain among many of those charged with preparing school administrators; and

4. no strong leader in this endeavor has yet emerged.

The systematic incorporation of content from the humanities into educational administration programs, then, may have been discouraged by a sense of risk and a lack of leadership. This paper is written in the belief that through utilizing the many resources of UCEA, sufficient leadership may be provided in this endeavor to render the risk minimal.

It is the purpose of the present section to identify some examples of ways in which the objectives of the "Humanities" task force might be achieved. A few of the existing program models utilizing humanities in administrator preparation will be cited for illustrative purposes, followed by the identification of some alternative approaches which seem to be particularly appropriate to the UCEA context. A number of issues which are central to the consideration of all of the strategies will then be discussed.

Existing Models

A hasty review of existing models for incorporating humanities into programs for administrators yields the identification of three main strategical categories: (1) approaches which entail prolonged immersion in content from the humanities, (2) approaches which involve short-term exposure to the humanities, and (3) an amorphous group of approaches which fall somewhere between the first two categories in terms of duration of program and depth of involvement.

Among the "prolonged immersion" programs, the best known is probably the Institute of Humanistic Studies, designed largely by Peckham for the University of Pennsylvania at the request of the Bell Telephone Company of Pennsylvania. A full academic year in duration, the program exposed a limited number of Bell executives to an extensive series of "humanistic" experiences, including about a dozen courses in humanities areas

as well as a number of non-classroom cultural activities. Instructional methodologies included lectures, discussion groups, seminars, field trips, and independent reading, and progressed from a fairly heavy program of assigned studies towards greater pupil independence and participation.

An example of the "prolonged immersion" model also exists in the field of education, but it is designed for teachers rather than administrators. The John Hay Fellows Program was developed to send outstanding high school teachers back to college for an unencumbered year of reading, reflection, and study in the humanities, at one of six cooperating universities.[39] Clearly less structured and intense than the Pennsylvania Bell program, the John Hay program nevertheless resembles the earlier project in that it is predicated upon the assumption that if exposure to the humanities is to have any lasting and beneficial effect upon behavior such exposure must be of sufficient duration to permit deep involvement in a variety of humanistic areas.

Of the "short-term exposure" programs, perhaps the most inherently interesting is the two-week summer executive program held at the Aspen Institute for Humanistic Studies. Intended for top executives of business, labor, and the professions, the program is held in an environment which is saturated with intellectual, cultural, and artistic greatness.[40] Founded in 1949 by Walter Paepcke, the Aspen Institute exposes executives to lectures, recitals, dance programs, films, and artistic exhibits -- all of which display the best of contemporary talent. Also integrated into the executive program is the Aspen Health Center, a resource which contributes substantially to the development of the "whole man."[41]

---

[39]Edgar Logan, "The John Hay Fellows Program: A Year of Study and Reflection," Saturday Review (November 16, 1963), p. 73.

[40]John Scanlon, "Aspen: A New Day for the Humanities," Saturday Review (December 21, 1963), p. 41.

[41]Seigle, op. cit., pp. 51-2.

Again, one may find an application of this model in the field of education, although in this instance it is clearly of an emergent nature. During the summer of 1967, Phi Delta Kappa and the Aspen Institute will co-sponsor the first in a projected series of symposia designed to develop coherent and dependable philosophical frameworks within which educational programs can be created and conducted. The 1967 symposium, funded by an anonymous grant of $15,000, will involve six resource leaders and sixteen school superintendents in the cultural and physical resources of the Aspen setting while they pursue their philosophical quest.

Between the extremes of the "prolonged immersion" model and the "short-term exposure" model lies a variety of programs which have been spawned by the original Pennsylvania Bell project. Some are residential programs and others are "commuting" courses; some are continuous and others are periodic. Their duration varies substantially as do the intensity of the experiences which they provide and the instructional strategies which they utilize. Virtually all, however, are, like the two previous models, of an in-service nature, designed to offer a variety of "refresher" experiences in humanities areas to executives whose career patterns are well established.

Turning once again to the field of education, one is hard-put to find any illustrations of this intermediary model. A few suggestions for in-service experiences have been offered,[42] but few have apparently been implemented, at least in the area of educational administration. (This is generally true as well of pre-service preparation programs, although there appears to have been more thought devoted to incorporating humanities

---

[42]See, for example: Harlow, op. cit. pp. 69-70; and Foster, op. cit., pp. 307-8.

content at the pre-service than at the in-service level.[43])

It seems clear, then, that existing models for utilizing humanities in administration programs have not generally been adapted to the area of educational administration, at least in the university context. Possible reasons for this apparent lack of initiative on the part of most of our graduate schools have been suggested previously. The above sampling of existing models, however, indicates another plausible explanation: all of the university-based programs which have been referred to have entailed the design and implementation of programs in institutions operating independently of one another. It is possible that the investment risks referred to earlier are perceived as too great by any single department of educational administration to warrant expenditure of the substantial resources requisite to this kind of developmental work. It is further possible, then, that if a number of universities were to pursue this endeavor cooperatively (thereby lessening both the expense and the risk for any single institution) it would be perceived in a more favorable light. Thus, it may be that the design, testing, and implementation of programs utilizing humanities content in preparing educational administrators may best be stimulated and facilitated through inter-institutional cooperation. The UCEA framework would appear to be ideally suited to such an endeavor.

Inter-Institutional Potentialities

Existing models for incorporating humanities content into programs for administra-

---

[43]Harlow, Ohm, and others at the University of Oklahoma, for example, have developed an impressive proposal, supported by the "values and purpose definition" rationale, for a two-year doctoral program, one-fourth of which would be devoted to a continuing "humanities-administration seminar" led by an interdisciplinary team of professors.

Also, at least two professors have inaugurated less ambitious pre-service seminars deriving from this rationale: Goldhammer developed a seminar utilizing Culbertson's "moral dilemma" approach at the University of Oregon, and McPhee introduced a novel-based course at Harvard much along the lines of Foster's proposal. Neither of these programs is currently in operation.

tors have not generated the implementation of significant curricular innovations in the graduate study of educational administration. If the design of such new programs is believed to be desirable (an assumption upon which the evolution of the UCEA "Humanities" task force was predicated), it appears likely that some alternative developmental strategies will need to be considered -- strategies which preferably would utilize some of the potentialities for inter-institutional cooperation inherent in an organization such as the UCEA. The advantages of inter-institutional cooperation in the design, testing, and implementation of new preparation programs need hardly be reviewed here. The mechanism, very simply, permits maximal availability of total resources while minimizing the expenditures of a single institution. Moreover, through carefully coordinated dissemination techniques, the potential impact of new program designs can be optimized by the cooperative approach and consequently the chances of securing developmental funds from outside sources may be enhanced. It would thus appear worthwhile to consider some inter-institutional strategies which might be applied to the development of programs for educational administrators utilizing content from the humanities.

Because the role of the UCEA Central Staff is perceived as one of stimulation and facilitation rather than as one of imposition, the strategies outlined here will be presented at a highly generalized level; if they appear feasible, participants in the task force will need to provide the operational specifics pertinent to particular university contexts. Moreover, only a sampling of possible approaches will be offered; the purpose, again, is to suggest some directions rather than to prescribe the alternatives.

For illustrative purposes, three potential strategies will be identified. They differ primarily in the degree of operational individuality which participating universities are permitted. They have in common two major assumptions. First, it is assumed to be desirable that new program designs be of sufficient duration to permit some depth of involvement in at least one area of the humanities. What constitutes sufficiency in this

regard is, of course, debatable. From his experience with the Pennsylvania Bell program, however, Peckham concluded that

> Those programs of two to six or ten weeks which have been set up more or less in imitation of the Bell Telephone program, although they may provide a change for a few weeks and furnish the participants with a bit of chitchat for cocktail parties and with a few new status symbols to flourish, are in any profounder sense, I am strongly convinced, quite worthless.[44]

An absolute minimum duration of one academic quarter, then, should probably be set, and a full academic year would seem preferable in order that we may avoid serving what has been referred to as "a kind of cultural cocktail made up of a dram of Plato, a dash of Kant, and a squirt of Beethoven.[45]

Secondly, it is assumed to be preferable that development efforts focus first upon pre-service, rather than in-service programs. There are a number of reasons for this assumption, among which are the following:

1. Relatively long-term experimentation with new program designs is much simpler in the pre-service context where one has a group of "willing subjects" virtually at his disposal for at least a year. Weaknesses in program design are not as crucial in the pre-service context as in the in-service context because there is an opportunity to rectify many errors in the former case.

2. Effective in-service programs can be better designed on the basis of pre-service experimentation with content and process. The former tend to be more concentrated than the latter, and thus should not be approached "cold."

Moreover, the argument used with the business executive programs that students should be mature and experienced in the ways of the world before embarking upon such an endeavor,[46] and hence that the programs should be of an in-service rather than a pre-service nature, is not valid for graduate programs in educational administration because enrollees in the latter are commonly over thirty years of age and have usually had substantial experience

---

[44]Peckham, op. cit., pp. 9-10.

[45]J. Roby Kidd, "Liberal Education for Business Leadership," Toward the Liberally Educated Executive, p. 77.

[46]See, for example: Wilfred D. Gillen, "Why Should a Company Spend Money This Way?" Toward the Liberally Educated Executive, p. 22.

in schools. It is assumed in suggesting the following three approaches, then, that the design of pre-service programs of at least one academic quarter in length would represent the most fruitful starting point in incorporating humanities content into programs for educational administrators. It is not suggested, however, that this period should necessarily be devoted exclusively to humanities-related activities.

The strategy which would permit the least individuality on the part of participating universities -- or which would require the greatest degree of coordination by the UCEA Central Office or some other coordinating agency -- might be referred to as The Shared-Experts Approach. An example of this strategy would be the establishment of a year-long continuing seminar in "Educational Administration and the Humanities." The main content of the seminar would be planned in considerable detail by representatives of participating universities, and most of the instructional sequences and techniques would be worked out beforehand. The result of the rather intensive planning phase would be a "package" consisting of a number of pre-tested materials (such as reading lists, discussion guides, and case studies) and a schedule of topics to be treated on particular days. The main reason for the careful coordination of activities is that the "key" element in the program would be a bi-weekly conference-type tele-lecture in which an acknowledged expert in some area of the humanities would present a lecture, via telephone, to classes assembled in universities across the country. Following the lecture, the speaker could be questioned "live" by members of his widespread audience through the tele-lecture mechanism. Possibilities of utilizing the new "electronic blackboard" medium could also be considered.

At each university, the seminar would be led by what might be called a "humanistration team" -- a group of professors consisting of at least one member from an area of the humanities and at least one member from the area of educational administration. The task of this team would be to follow the general curricular guidelines laid down during the planning phase, to ensure that the full potentialities of the tele-lecture series are realized,

and to utilize unstructured time blocks in as creative a manner as possible (through such mechanisms as local guest speakers, employment of the pre-packaged instructional materials and development of new ones, and discussions or other experiences relevant to the purposes of the seminar.) The substantive foci of the seminar could vary from year to year, from semester to semester, or, if sufficient demand existed, from one group of universities to another. Clearly, The Shared-Experts Approach would require a substantial amount of centralized direction and coordination.

A second strategy, which would permit considerably more individuality of action among participating universities, might be referred to as The Specialized-Contributions Approach. As an example of this strategy, the totality of a rather thorough endeavor to utilize humanities in administration programs would be sub-divided into three or four "specialty-areas." The categorization scheme might be based upon a division of the humanities into component parts such that illustrative "specialty-areas" might concern the incorporation into administrator preparation programs of content from (1) literature, (2) fine arts, (3) history, and (4) philosophy. An alternative categorization scheme might be based upon differentiations according to program purposes or rationales such that illustrative "specialty-areas" might concern the incorporation of humanities content into administrator preparation programs for the purpose of (1) general liberalization, (2) development of values and purpose-defining skills, (3) development of creativity and analytical skills, and (4) development of research skills.

Once a categorization scheme has been agreed upon, each participating institution could select the "specialty-area" in which it would undertake developmental work. During a period of several months, a "humanistration team" in each university would design and test a one-quarter or one-semester program pertinent to its particular "specialty-area." As more than one institution would likely be working in a given "specialty-area," the pooling of resources would be a strong possibility, but certainly not a necessity. Once the

specialized programs have been designed and tested, the potential modes of implementation would be many and varied. For example:

1. through a student exchange mechanism, a student in a participating university could be sent for a semester to the nearest university offering a program in the "specialty-area" of his personal interest;

2. through a professor exchange mechanism, a "humanistration team" could spend a semester presenting its program in a participating university with a different "specialty-area";

3. through a regional consortium mechanism, "traveling scholars" might spend a year moving from one university to another within a given region until they had been exposed to programs in all of the three or four "specialty-areas"; or

4. rather than transporting personnel, the programs themselves might be "packaged" in some way and distributed for use in participating universities.

These suggestions represent a mere sampling of the many inter-institutional potentialities inherent in The Specialized-Contributions Approach.

A third strategy, which would require the least centralized coordination of all, might be referred to as <u>The Independent-Execution Approach.</u> An example of this strategy would begin with a general project-planning session which would be attended by representatives of the "humanistration team" in each participating university. At this meeting, the general objectives of the project would be established and unstructured discussion of design mechanisms would be encouraged. Representatives would then return to their universities where each team would design, test, and implement its own program, free from any required liaison with other participating institutions -- with one exception: periodically (say, once every three or four months during the developmental phases) the total group of representatives from participating universities would reconvene to share in some detail their experiences. In this way it is likely that mechanisms for inter-institutional cooperation would evolve as the project progressed. The UCEA Central Staff would attempt, in a stimulatory but non-directive way, to facilitate the evolution of such mechanisms. The

Independent-Execution Approach could thus become as inter-institutional in nature as either of the previously mentioned strategies, or it could remain as a loosely connected variety of independently operating projects incorporating humanities content into preparation programs for educational administrators.

The three strategies outlined above by no means exhaust the inter-institutional potentialities in this area of endeavor, nor do they represent any attempt to define alternative approaches explicitly. Moreover, they are by no means intended to be mutually exclusive. They are intended rather to serve simply as stimulants to those who may wish to participate in the third phase of the UCEA "Humanities" task force. They should suggest that inter-institutional approaches hold much promise for developmental work in this area. Should substantial interest in pursuing such an approach become evident on the part of a significant number of member universities, the UCEA Central Staff is committed to facilitating the effort through whatever help it can provide in such areas as coordination of activities, assistance in obtaining financial support, and dissemination of products and results throughout the UCEA network and to the profession at large.

Issues to be Considered

In any attempt to effect change in existing programs, there is a variety of issues, or potential problems areas, which must be carefully examined prior to the projection of action strategies. In the present context, a number of such issues have been identified explicitly throughout the preceding pages -- issues such as the most appropriate duration and intensity of "humanities and administration" programs; the extent to which inter-institutional cooperation should be sought; and whether to emphasize the pre-service or in-service level of training.

There are several significant issues, however, which have thus far remained implicit, and it would seem desirable to identify at least a few of them before concluding this paper. Four such issues appear to warrant special attention at this point:

1. Adaptation vs. Initiation -- The question of whether developmental efforts will focus upon adapting existing programs or on creating new ones is of considerable importance, and may have to be resolved independently by each participating university. In some instances, the incorporation of humanities content may be achieved quite simply by inserting newly designed elements into existing programs without upsetting the total structure. In other cases, such insertions will not be feasible, and a whole new program will need to be created. This issue must be resolved by each institution before design work commences.

2. Institutional Commitment -- To successfully implement a strategy as ambitious as any of those outlined above, a considerable degree of commitment will be required, not only of individual professors but also of institutions as a whole. All three of the suggested inter-institutional approaches require the formation of a "humanistration team." This means that personnel from at least two departments (and, in most cases, two colleges) within a participating university must be prepared to devote substantial time and energy, cooperatively, to the design work. Unless the project has the support of the university administration and of the departments and colleges concerned, it is unlikely that the needed personnel resources will become available for this work.

3. Recruitment and Selection -- The innovative nature of the program designs which could result from this project has strong implications for a re-examination of current student recruitment and selection procedures. In terms of recruitment, it is quite possible that greater emphasis should be placed on attracting persons with backgrounds in the humanities than is currently the case. On the other hand, participation in such a program might become a prime requisite for students lacking a humanities background. With regard to selection, it may be that measures of such phenomena as value systems and creativity should achieve more significance than is presently accorded them.

4. Evaluation and Dissemination -- If new programs are implemented along the lines suggested in this paper, they must be viewed as highly experimental endeavors. As such, their efficacy must be as thoroughly evaluated as possible. The difficulty of this task has been suggested by Seigle, who concluded that "a study of existing programs in liberal education for executives reaffirms the great need for a clearer understanding of purpose and for the development of appropriate instruments to ascertain the extent to which such purposes are being achieved."[47] In addition to careful evaluation techniques, systematic mechanisms for disseminating the products and results of the experimental programs must be developed. These should probably include periodic written reports, conference presentations, and demonstration institutes.

These issues represent a sample of the highly significant potential problems which must

---

[47]Seigle, op. cit., p. 74.

be resolved prior to undertaking developmental work in this area. Program design and implementation constitute an intricate endeavor which affects a myriad of variables. These effects must be foreseen and examined prior to embarking upon a project such as the one concerned here.

Conclusion

The attempt in this paper has not been to present a definitive treatment of existing programs which utilize humanities content in preparing administrators, nor has it been to set the direction for future activities of the UCEA "Humanities" task force. Rather, the attempt has been to provide a minimal common awareness base concerning the kinds of programs which have been implemented and the types of rationales which have motivated them. The attempt, further, has been to raise some issues and suggest some strategies intended to stimulate among UCEA professors interest in and thinking about new program designs which would utilize content from the humanities in preparing educational administrators. Finally, the attempt has been to communicate a certain sense of urgency: the UCEA "Humanities" task force has been in existence for four years, and as yet few if any significant program changes have been generated by it. If we are to avoid being guilty of virtually ignoring what is clearly an important and currently growing movement in education, action programs should be developed as soon as possible. This paper represents an expression of interest on the part of the UCEA Central Staff in assisting member universities to design systematic ways of incorporating content from the humanities into preparatory programs for educational administrators.

The precise nature and schedule of activities in connection with such an endeavor will depend upon responses to this paper from UCEA member universities. The number of universities interested in participating, the extent of their readiness to undertake action programs, and the ways in which each can best contribute to the total endeavor -- all of these factors must be explored and will bear directly upon the plan of action which the UCEA Central Staff will suggest. It is hoped that this paper will elicit responses indicative of substantial interest in this project among member universities.